COURSE DESCRIPTION:
An examination of the development of Precolumbian cities throughout the Americas. Specific attention will be paid to the interaction of urban development and environment, as well as the ways in which culture and cosmology impact architectural design. In depth consideration will be given to urban architecture of specific cultural groups in North, Central and South America.

COURSE LEARNING OBJECTIVES:
1. Provide students with a comprehensive overview of indigenous architectural styles and strategies for urbanization in the Precolumbian period.
2. Develop an understanding of non-Western architectural traditions in environmental, technological and social context.
3. Develop an understanding of the purpose of architecture in an urban setting through comparative perspective.
4. Challenge students to consider “normal” patterns of urbanism and development by presenting alternate patterns and reasoning.

Students will demonstrate attainment of these objectives through regular in class writing and the production of either a final research paper examining the patterns of development of one Precolumbian city NOT scheduled in class OR the design of a new city based on the lessons learned from the successes and failures of the ancient civilizations studied.

COURSE REQUIREMENTS:


Attendance and Make Up Policy
For each unexcused absence, you will lose 3 points from your final grade. Two late arrivals equal one absence. If you accumulate three unexcused absences or six late arrivals, you will automatically fail the course. There are no exceptions to this policy. If you are ill, you must email me within 24 hours of the absence and provide medical documentation at the next class. This is the only acceptable form of documentation for an excused absence. I realize that special considerations may cause an absence, so I will excuse one absence or two late arrivals with no penalty and no documentation. These excused absences will, however, count against your total allowed.

If you are absent, IT IS YOUR RESPONSIBILITY TO FIND OUT WHAT YOU MISSED. Assignment due dates, test dates, etc., can and will change. If you are not in class, you must contact me, your TA, or one of your classmates to stay on top of these changes. I will not accept a failure to do so as an excuse for missing an assignment or being unprepared for an exam.

All assignments must be completed on their assigned due date. Late assignments will not be accepted after the due date.

Weekly schedule of topics and assignments—Subject to Change
1. August 27th and August 29th Introduction
   Readings: None.
2. September 3rd and September 5th Theorizing the City: Uses and Abuses
   Leone, Mark 1995 “A Historical Archaeology of Capitalism” in American Anthropologist 97(2) pp. 251-268
   No class 9/3 for Labor Day
3. September 10th and September 12th Precolumbian Urbanism—Overview
4. September 17th and September 19th Introduction to the Andes
   Group Presentation One

5. September 24th and September 26th Tiwanaku
Group Presentation Two

6. October 1st October 3rd Inca
Group Presentation Three
Rowe, John Howland 1967 “What Kind of Settlement was Inca Cuzco,” in Ñawpa Pacha: Journal of Andean Archaeology no. 5 pp. 59-76.

7. October 8th and October 10th Final Papers Week
Paper Proposals Due October 8th
Readings: None

8. October 15th and October 17th Introduction to Mesoamerica
Group Presentation Four

9. October 22nd and October 24th Teotihuacan
Group Presentation Five

10. October 29th and October 31st Aztecs
Group Presentation Six
Smith, Michael E. 2008 “Aztec City-States,” in A Comparative Study of Thirty City-State Cultures, pp. 581-595.

11. November 5th and November 7th Introduction to North America and the Mississippi
Group Presentation Seven

12. November 12th and November 14th Chaco Canyon and the Southwest
Group Presentation Eight
Readings: TBD

13. November 19th and November 21st Class Presentations

THANKSGIVING—No Classes on November 21st

14. November 26th and November 28th Class Presentations

15. December 3rd and December 5th Class Presentations

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**Exams**
There are no exams for this course. For grading, see below.
GRADING: Breaks down in the following ways. See Table 1 for grade ranges.

- Reading Journal (30% of final grade) You will be expected to keep a reading journal. Please bring the journal to every class. You will be expected to write and/or reflect on the course materials AT LEAST once a week. In these journal entries, you will be expected to consider the readings assigned for that week, as well as the provided site portfolios. You may refer to your readings while writing, so bring your texts to class, as well.
- Group Presentation and Short Paper (10% of final grade each; 20% total). Students working in groups of three or four will take responsibility for running one week of class. The groups will present the readings, including any necessary background, and will moderate class discussions. They will also be expected to provide five discussion questions for students to respond to in journal writings to the professor via email by 8 pm the Sunday before their presentation week. Each group member will be required to hand in a short paper analyzing the assigned readings in response to one of the journal questions assigned by the group. The paper must be independently written.
- Final Research Paper/Presentation (40% of final grade). Students may choose to either present an analysis of a Precolumbian city NOT covered in coursework or may propose a city design drawing on the architecture explored over the course of the semester. Final grade in this category will be based on an assessment of the following three components: Paper Proposal—one paragraph plus preliminary bibliography proposing final paper (5%); Class Presentation—20-25 minute presentation to class exploring topics of civilization and collapse as dealt with in final papers (15%); Final paper, 8-10 pages in length (20%). Only hard copies of the final paper will be accepted in my office at our scheduled final exam time.
- Participation (10% of final grade): Everyone in class starts out with a 75 for their attendance and participation grade. You may raise this 75 by taking active, vocal participation in the class, you may keep it at a 75 by simply attending class regularly, or you may lower it by sleeping, talking, texting, surfing the web, etc. I do take notice of such activities, and your grade will reflect them!

MEETING SCHEDULE
See Schedule of Required Readings and Assignments.

CLASS PROTOCOL
Class discussions and exercises can be productive only in a climate of respect for the opinions and beliefs of all. A healthy exchange about issues may include disagreement about ideas but it must not demean the character or background of the individuals holding those ideas. Similarly, you must respect the classroom space and the instructor by focusing your attention on the course during our class meetings. Class is not a place for catching up on missed meals or missed sleep. You must turn off all cell phones before entering the classroom, and you are not permitted to take calls in the classroom. You will be asked to leave the room and will receive an unexcused absence for the day if you violate these policies.

CLASS RESOURCES (examples below)
All readings for this course, as well as all paperwork, have been posted on the university Blackboard site.

Because writing is a primary component of this class, all students who are

The University Senate Undergraduate and Graduate Councils have authorized that the following required statements appear in all teaching syllabi (graduate and undergraduate courses) on the Stony Brook Campus. See also http://www.stonybrook.edu/provost/facultyinfo/Syllabus%20Statement.doc

DISABILITY SUPPORT SERVICES (DSS) STATEMENT (must be the following language)
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

[In addition, this statement on emergency evacuation is often included, but not required: Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: http://www.stonybrook.edu/ehs/fire/disabilities.]

ACADEMIC INTEGRITY STATEMENT (must be the following language as approved by the undergrad council):
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

CRITICAL INCIDENT MANAGEMENT (must be the following language as approved by the undergrad council):
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.